

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Aug 14 – 18, 2017

Week: 2

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. a. Assess and apply personal learning styles.	Do Now: Guided Instruction (We do)- Reverify your math on the worksheets; notebook check Opening: Focused Instruction (I do)- restate intent of personality and learning style worksheets Work Session: Collaborative Learning (You do together)- discuss with the students around you to find how your results are similar and different than theirs Guided Instruction (We do)- discuss individual and collective results of the worksheets and elaborate meaning Closing: Guided Instruction (We do)- note on your sheet which learning style you need to improve on; post sheet to notebook Power Block only: Make poster to explain about cell phone use at Kendrick Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Collaboration Ongoing instruction on rules and procedures are imbedded within the social studies instruction each day	Formative: Teacher Observation Q&A Notebook check Worksheet results Comp Book/Notebook entry
	Purpose: To let the students investigate different learning styles and what type of personality they have. Both can be important when self-assessing how to improve themselves			Summative:
Tues	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. d. Know and practice a variety of time management techniques to increase individual achievement.	Do Now: Guided Instruction (We do)- Check Table of Contents list and update your NB (check to make sure all have set up properly) Opening: Focused Instruction (I do)- Introduce Time Management with Video (How to Manage Time with 10 Tips that Work); Lead discussion on PPT: Time Management-Myths and Benefits Work Session: Independent Learning (You do alone)- Discuss PPT; Take notes on video (list the 10 tips); Put the 5 Benefits of Good Time Management in NB as a Bubble Map Closing: Guided Instruction (We do)- In whole group determine who uses the 10 tips Power Block only: Create comic book sheet where you are explaining how high school is different from middle school to a new freshman (begin) Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu X Cornell note <ul style="list-style-type: none"> Student option X Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Video PPT 	Formative: Teacher Observation Q&A NB entry
	Purpose: To provide students with multiple time management tools for use in school, work and life			Summative:
Weds	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. d. Know and practice a variety of time management techniques to increase individual achievement.	Do Now: Guided Instruction (We do)- Which of the 5 benefits of good time management is the most important? Opening: Focused Instruction (I do)- Continue Time management with video – How to Stay Organized; lead discussion on PPT: Time Management Work Session: Independent Learning (You do alone)- Discuss PPT; Into NB, top half The ABC Method and in the bottom half a Simple Time Matrix Closing: Guided Instruction (We do)- highlight the discussion questions at end of PPT Power Block only: Create comic book sheet where you are explaining how high school is different from middle school to a new freshman (continue) Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Video PPT 	Formative: Teacher Observation Q&A NB entry
	Purpose: To provide students with multiple time management tools for use in school, work and life			Summative:

Thurs	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. c. Know and practice a variety of organizational strategies to increase individual achievement.	Do Now: Guided Instruction (We do)- What tool do you & I use most to stay organized? Opening: Focused Instruction (I do)- Lead discussion of PPT: Get Organized! Work Session: Independent Learning (You do alone)- Discuss PPT; Insert List of Tools into NB Closing: Guided Instruction (We do)- Discuss expectations for NB Quiz success Power Block only: Create comic book sheet where you are explaining how high school is different from middle school to a new freshman (continue) Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> PPT 	Formative: Teacher Observation Q&A NB entry
	Purpose: To provide students with various organizational tools for use in and out of school			Summative:
Fri	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners. c. Know and practice a variety of organizational strategies to increase individual achievement.	Do Now: Guided Instruction (We do)- Quick prep for NB Quiz Opening: Focused Instruction (I do)- Quiz procedures; Lead discussion of PPT – Freshmen, School Success Work Session: Independent Learning (You do alone)- NB Quiz; PPT discussion Closing: Guided Instruction (We do)- Discuss problems discovered with NB organization and use Power Block only: Selected students present their comic to the class; class determines best three to be put up in the class/hall Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> PPT 	Formative: Teacher Observation Q&A NB Quiz
	Purpose: To use open NB Quiz to show importance of NB and to show students whether they are following the procedures set in place to succeed with a NB			Summative: